

Ohio ASPIRE
Learn more. Earn more.

Essential Questions	*Why does my vote matter? What does it mean to me, my community, and how do I do it?*
Outcomes	Students will be able to: ● define election and amendment vocabulary in assigned readings ● investigate how the passage of certain amendments, and the Voting Rights Act affected their family ● seek out important information about registering to vote and voting rules ● create their own sample ballot ● identify a current ballot issue and determine where to find information ● determine their opinion on the electoral college ● interpret voter turnout information on a spreadsheet and graph ● create a meme or poem with a classmate ● write an essay about their voting history ● construct a voting plan
Standards Benchmarks identified in RED are priority benchmarks.	**CG.c.5** The amendment process **CG.e.3** Political campaigns, elections and the electoral process **USH.d.1** Jim Crow laws USH.d.2 Women's suffrage USH.d.3 Civil Rights Movement **R.3.3.** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (RI/RL.4.1) **R.3.8.** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a topic or subject area.(RI.5.4)

	R.3.12. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. (RI.5.6) **R.4.3**. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). (RI.8.3) a. Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered). (RH.6-8.3) **W.3.3.** Produce clear and coherent writing in which the development and organization is appropriate to task, purpose, and audience. (W.5.4) **W.3.4.** With guidance and support from peers and others, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 at this level.) (W.5.5) **D.1.2.** Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another. (1.MD.4)

TEACHERS: this content was designed for ABE/ASE students. Instructional scaffolding used in this lesson can be beneficial for multilingual students.

Because adult classrooms are multi-level, teachers will want to differentiate this HyperDoc by accommodating the different ways that students learn by using scaffolding strategies and appropriate leveled materials. Teachers will want to vary the instructional activities based on their student's needed skills.

For more information about collaborating and sharing on Google Drive, check out videos 36-45: Google Junior Training series - YouTube.

STUDENTS: Before you begin this lesson



- Go to File > Make a copy
- Change the name to: <your name> My Voice My Vote
- Begin working in your document
- When completing an activity, make a copy of the document and save with your name and the title of the activity

Be sure to read carefully. The green text is a prompt for reflection or activity.

Engage

My Voice - My Vote

Take a quick survey:



No matter how you answered the survey above, you have power in your voice and in your vote!

Watch and Listen:



3Starz, H.E.R. - Change (Lyrics) [From the Netflix Series "We The People". 3:09

Watch and Listen:



cleveland.com:59

What 4 words come to mind after reflecting on the two videos that you just watched?

Type in the boxes below:

One of the participants in the cleveland.com video said that they felt privileged to vote. Others commented that their ancestors fought hard to obtain the right to vote.

***What do you know about the history of voting in America? Was this privilege always available to all? Why or why not?* Type your thoughts in the box below:**



Explore

Watch and Listen:



Center for Civics Education. Voting, Elections, and Representation, Part 1: The Expansion of Suffrage :60

Throughout American history, many individuals were denied the right to vote. The passage and ratification of the 15th, 19th, 24th and 26th Amendments to the Constitution, as well as the Snyder Act, and the Voting Rights Act of 1965, enabled our fellow citizens to participate in their government.

Print out a few copies of the vocabulary notebook and follow the directions on the top of the document. You will need these "notebook pages" as you read and watch the material below:

- Passage of the Fifteenth Amendment | American Experience | Official Site | PBS
- 19th Amendment - Definition, Passage & Summary | HISTORY
- The Indian Citizenship Act at 100 Years Old - Native American Rights Fund
- The History of Voting Rights in America | Your Democracy
- Voting Rights - APIAVote
- Voting Rights Act of 1965 - LBJ Library
- The 26th Amendment | Richard Nixon Museum and Library
- Voting, Elections, and Representation, Part 29: Shootings Gave 26th Amendment Renewed Urgency

Think about your family history of voting. *How did the passage of these amendments and acts affect your own family?* If you are unsure, take some time to discuss it with your family members. Print out the family voting note cards to help record information. You will use this tool later in the lesson.

Explain

In the explore section we learned that many of our ancestors fought for our right to vote. Now, let's focus on HOW to vote.

If you need to register, are a first time voter, or need a refresher on the voting process, click on the images below to watch the videos:



USA.GOV. First Time Voter: 1:02

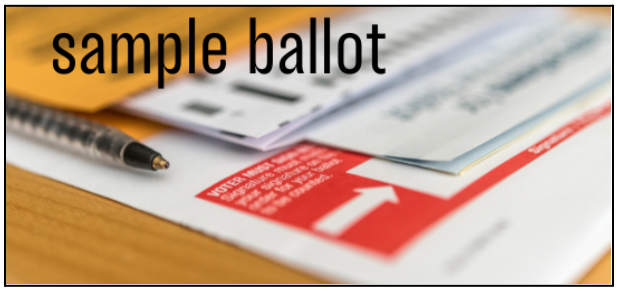


McGraw Hill. HS US Government and Civics Video: The Voting Process Explained: 2:12

If you are an experienced voter, review Voting on Election Day | USAGov, and then verify or change your voter registration at VoteOhio.gov - Ohio Secretary of State.

Partner up! You and a classmate will explore the websites VoteOhio.gov - Ohio Secretary of State and VOTE411 to find answers to the Voting Scavenger Hunt assignment!

Practice! Click on the graphic below to create your own sample ballot at VOTE411.



Voters have the opportunity to vote for local and state government officials, congressional representatives, presidential candidates, and ballot measures that affect their lives and communities.

Review the links below to learn more:

- Your Guide to Local Elections: Major Elected Officials in State and Local Government
- The General Election | PBS LearningMedia
- Ballot measures are an important form of direct democracy

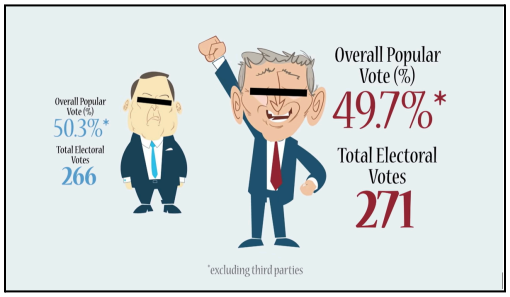
Is there a current issue on the ballot that affects you and your community? Where would you go to find out more information about this issue? **Type your thoughts in the box below, then share with your teacher:**

Before we go any further we need to talk more about a term that was introduced in the material above. Let's briefly discuss the electoral college.

Click on the images below to watch the videos:



Britannica. Learn about the U.S. electoral college: 3:36



TED-ED. Does your vote count? The Electoral College explained - Christina Greer: 5:21

Do you have questions about the electoral college? What are your thoughts about this process to select a president? **Add your questions and thoughts to the** Padlet.

Apply

We've talked about the history of voting in this country and how the process of voting works. Now let's reexamine the question that you answered in the opening survey: ***Do you think that your vote can make a difference?***

Put an X in the appropriate box:

YES	NO	UNSURE

Did your answer change from the survey in the engage section? Do you think your vote can make a difference? Why or why not? **Type your answer in the box below:**

Read:

- Why Voting Is Important (scroll down to read the *Why My Vote Matters* section)
- November's General Election Resulted In 18 Tied Races Statewide - Ohio Secretary of State

Need more convincing?

Read:

- Why Every Vote Matters — The Elections Decided By A Single Vote (Or A Little More)

Let's look at the numbers!

Click on the image below to print out Ohio's *November 3, 2020 General Election Official Canvass County Level Voter Turnout Report*:



Highlight your county on the report, then pick two counties close to you and compare those to yours. ***What do you notice about your county compared to the neighboring counties? What is the difference in percentages? Were you surprised by any of the data?***

Type your answers in the box below:

Compare it to the national data!

Click on the image below to review voter turnout data from the PEW Research Center. Pay close attention to the 2020 data:



What did you notice about your county's average compared to the national voter turnout average for the general election? What does PEW Research Center say about the inconsistency of American voters? Think back to your conversations that you have had with friends and family, what reasons did they give for not voting? Thinking back to what you have learned, what would you say to change their mind?

Type your answers to these questions in the document below:

Voter Turnout Assignment

Collaborate

Take action and involve others!

Complete one of the following activities with a member of your class:

1. Work with a classmate to create a meme encouraging others to vote. Share that meme with your teacher and your class.
2. Create a poem with a classmate using the 4 words that you both wrote down in the engage section. Share that poem with your teacher, and turn it in for possible publication in *Beginnings*.



Reflect

Time to reflect and show what you have learned.

Using your family voting note cards, write My Family Voting History.

Here are a few pointers to help you with your writing:

- **Refer to your family voting note cards**
- **Use the** PLOT tool **to help you organize your writing**
- **Communicate with your teacher throughout the writing process**
- **For more information about the writing process, watch a** short video
- **Work with your teacher to submit your writing for possible publication in** *Beginnings*

Make your own history!

Create your own voting action plan**. If you need help with the plan, go back and review the website** VOTE411**.**

Keep your plan where you can see it! Encourage others to create one of their own!

Extend

Use your voice and exercise your vote! The activities below can extend your learning.

Create a matching quizlet for your classmates using the terms that you learned in this lesson. You can also refer to the Glossary of Election Terms.

Take some time to look through the She Resisted Interactive Experience.

Explore the interactive electoral college map at 270toWin and share these resources:

- How to Talk to Children About Politics |… | PBS KIDS for Parents
- Should You Bring Your Kid With You to Vote?
- What and who of Elections-app
- Play Cast Your Vote - Voting Simulation Game | iCivics
- Play Win the White House - President Election Game | iCivics
- Future Ohio Voter Coloring Page

